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ABSTRACT

The interdisciplinary career assessment program is an experiment in curriculum revision begun in 1969 at Stamford High School, Stamford, Connecticut, for the purpose of providing instruction relevant to the needs of 86 slow learners and disadvantaged youth. The cluster concept and correlation of classroom materials to occupational assessment and skill training were essential to the program. Intended to increase self-understanding and vocational exploration, improve student adjustment to school, develop basic skills, motivate further education, and stimulate joint educational planning between the school and the community, the career education program has met with above-average success. Recommendations include: (1) proper teacher selection, (2) small class size, (3) addition of cooperative work experience activities, (4) greater student involvement in curriculum development, and (5) additional provision of materials appropriate for female program participants. Further study is suggested on the implications of the program materials for all youth and for the development of career education models. Anecdotal records, questionnaires, surveys, and standardized tests were used to evaluate the program. (AG)

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CAREER ASSESSMENT PROGRAM
STAMFORD HIGH SCHOOL
FINAL REPORT

Edward J. Lapinski
Vocational Coordinator
Stamford Public Schools
195 Hillandale Avenue
Stamford, Connecticut 06902

June 30, 1972

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

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Connecticut State Department of Education
Division of Vocational Education
Research and Planning Unit
Hartford, Connecticut

PREFACE

To the administration at Stamford High School and the personnel of the Career Assessment Program acknowledgement is made of my gratitude and appreciation for their cooperation and devotion.

Successful experimentation and innovation in the final analysis can be only as good as the efforts of those participating. In addition, many kind and interested individuals had varying roles in the development and progress of this project. A list of these hard working contributors follows:

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CAREER ASSESSMENT PROGRAM SUMMARY

The Career Assessment Program is an experiment in curriculum revision. Starting in 1969 at Stamford High School, Stamford, Connecticut, several concerned teachers attempted to create a program that would have greater relevance to the needs of slow-learners and disadvantaged youth.

Basic to processes used in the program are the cluster concept and correlation of instructional classroom materials to occupational assessment and skill training.

The Career Assessment Program is intended to:

1. To Provide for students the opportunity to explore and assess a wide range of occupational groups so that
   a) they may increase their knowledge for decision-making and
   b) develop attitudes and insights about future work experiences and immediate school experiences.
2. To increase students self-understanding of abilities and aspirations.
3. To assist students in better adjustment to school, improvement of basic skills, and motivation to continue their education.
4. To increase the scope of high school curriculum and resources, the joint planning of school and community in the task of educating youths.

Serving 86 students in the 1971-72 school year, anecdotal records, questionnaires, surveys, and some standardized test materials suggest the program has met with better than average success.

Findings indicate that Career Assessment has been able to keep enrollees in school and motivated, has facilitated better and realistic occupational choices by students through a revised curriculum.

Important recommendations place emphasis upon proper teacher selection, small class size, addition of Cooperative Work Experience to the program, greater pupil

involvement in curriculum development, and additional provision of content appropriate to female participants.

Further study is recommended on the implications the processes used have for all youth and current career education models being developed.

CAREER ASSESSMENT PROGRAM

The Career Assessment Program is intended to provide students with the opportunity to meaningfully explore and assess job families and to realistically relate the gained knowledge to their educational planning either in preparation for immediate entry into the world of work or in continuing toward higher education.

The Career Assessment Program has two components:

A. Correlated Basic Education
B. Occupational Laboratory Clusters

A. Correlated Basic Education

This aspect of the program is not intended for college bound students.

Only pupils selected and recommended by their counselors participate in a basic correlated curriculum of English, math, science, social studies and reading. Each pupil is placed on individual program instruction. All pupils are required to participate in a planned program of field trips. Pupil-teacher ratio is set at 10 to 1 when feasible in order to facilitate successful experiences. Pupils with previously low achievement records, who are looking for an opportunity to reinstitute good study habits; to improve their knowledge for better decision-making; and to develop better attitudes and insights about future work experiences and immediate school experiences, will find the curriculum relevant to their needs.

Continuous appraisal of pupil growth is made so that flexibility in upgrading and programming is possible.

B. Occupational Laboratory Clusters

This aspect is open to all students.

Four occupational laboratory clusters:

1. Community services cluster
2. Construction cluster
3. Electro-Mechanical cluster
4. Business Machines cluster

The clusters covering 33 job families with over 100 specific occupations are presented to students in order to promote better job exploration and self-assessment. Space is limited and first preference is given to students in the basic correlated education phase.

The major emphasis in the occupational laboratory cluster is placed on familiarizing students with the large variety of occupational opportunities available, promoting proper usage of tools normally found in these occupations, and encouraging as much skill development as is necessary to enter first and second level positions.

Pupils who are 16 years of age may participate in cooperative work experience while in Career Assessment depending upon individual need and interest.

Objectives of Career Assessment

1. To provide for students the opportunity to explore and assess a wide range of occupational groups so that
   a) they may increase their knowledge for decision making
   b) develop attitudes and insights about future work experiences and immediate school experiences.
2. To increase student's self understanding of abilities and aspirations.
3. To assist students in better adjustment to school, improvement of basic skills, and motivation to continue education.
4. To increase the scope of high school curricula and resources through the joint planning and participation of the school and the community.

Setting

Career Assessment is the outgrowth of a group of concerned teachers and administrators at Stamford High School, Stamford, Connecticut, who in the school year 1967-68 felt that more should be done for the slow-learner and that the curriculum offering should be more relevant to their needs. As a result of their many meetings throughout the year, the Career Assessment Program was born. Stamford High School is one of three senior high schools and serves students in grades nine through twelve. Since its inception in 1969, Career Assessment has served well over three hundred boys and girls.

Currently, Career Assessment has four teachers in the disciplines of English, Science, Mathematics, and Social Studies. Three teachers in the Occupational Laboratory Clusters, Community Service, Construction, and Electro-Mechanical. A fourth cluster, Business Machines is to be added in the coming school year.

The final member of the Career Assessment Program is a guidance counselor who interviews on a one to one basis, administers all necessary tests, makes parental contacts, social worker and psychological examination referrals.

Criteria for Pupil Selection

Students identified and accepted for the program meet the following criteria:

1. Pupils enrolled in present general courses and achieving below college level requirements.
2. Pupils with poor motivation for educational achievement as indicated by past records.
3. Pupils not eligible for vocational high schools due to entrance requirements.
4. Recommendation of middle school counselors of students who want and feel they may benefit from the program based upon:
   a) student interest in the program
   b) parental approval to participate in the program

Student Characteristics

It was determined that 100% of the enrollees had an educational disadvantage, and approximately 85% of the students had disadvantages of a socio-economic nature. Usually one or more of the following characteristics was denoted:

1. Poor reading ability, one or more years below grade level
2. Poor arithmetical ability, one or more years below grade level
3. Mental ability range between 70-95 as recorded by Lorge-Thorndike test score
4. Broken homes

5. Low family income
6. Minority group member
7. Family on welfare
8. Neglected home conditions

Program Operation

As originally conceived, Career Assessment was to be a three year or three phased program as indicated below:

Phase I - Grades 9 and 10

Career exploration and assessment. Students deal specifically with occupational group exploration and assessment with the Occupational Lab, Cluster Teacher, Guidance Counselor, and Teachers of Basic Education. Each member of the program works cooperatively in an interdisciplinary approach using a strong intertwining relationship between basic education, guidance and occupations. It was possible in grades nine and ten to be very flexible, the staff acted much like a "school within a school" correlating subject matter with occupational laboratory experiences without regard for time periods or bells. Field trips and resource speakers were taken and brought in as they were needed and found to be pertinent to the subjects discussed.

At first, Phase I will have little contact with skills training of a manipulative nature or operation of machinery and use of tools as such. As each student progressed, more hands on experience was provided students to deal with problem solving projects rather than project making which had no relationship to the careers being assessed. At this level, strong emphasis is placed upon acquiring proper attitudes toward work and the need for an excellent basic education.

Phase II, Grade 11

Students would continue with possibly two of the four clusters, developing career choices and if of age, would participate in Cooperative Work Experience. The major emphasis during this year would be to narrow the scope of the student's career choices down to one cluster and toward strong skill development.

Phase III, Grade 12

In the third year, it is assumed that students would have developed strong marketable skills which would enable them to at least make the transition from school to work smoothly in one entry level position of their choice.

Cooperative Work Experience at this phase plays an important role. Efforts by the counselor are closely related to the occupations for which students are trained, the job market, and student placement. (See Counselor's Report)

Methods

During the 1971-72 school year, the Career Assessment Program served eighty-six (86) students in grades 9 through 12. Of the above, fifty-four (54) were boys and thirty-two (32) were girls.

Using a term approach of four discipline teachers, three cluster teachers, and a guidance counselor, each of the above worked together in an interdisciplinary fashion. Normal classroom instruction in English, Social Studies, Math and Science were correlated with occupational information and skill training in the cluster laboratories.

Field trips, resource speakers, and vocational guidance were provided in great abundance as the year progressed. Each resource or trip was looked upon as a vital part of the careers being assessed by the students who many times were a part of the planning process.

Each member of the program was informed of the evaluation schedule (Appendix A), and were asked to submit reports as required during the year.

The staff made use of anecdotal and cumulative records, questionnaires, inventories, teacher rating scales, Mooney Problem Checklist, and the Science Research Associates Basic Skills in Arithmetic, on a pre-post basis.

Stress was placed upon small classes and the freedom to provide flexibility in the schedule unencumbered by general traditional scheduling and time periods.

Each teacher was asked to submit an end of the year report of how well they met the stated objectives. For the sake of brevity, only a few of these are enclosed as Appendix B. It is hoped that these reports will provide some insight on the methods and processes used in the classroom. Each teacher stated the objective, the method used, with whom, and when as a format.

Findings

Based upon several tools used to gather data about Objective #1

1. TO PROVIDE FOR STUDENTS THE OPPORTUNITY TO EXPLORE AND ASSESS A WIDE RANGE OF OCCUPATIONAL GROUPS SO THAT

   A) THEY MAY INCREASE THEIR KNOWLEDGE FOR DECISION MAKING AND

   B) DEVELOP ATTITUDES AND INSIGHTS ABOUT FUTURE WORK EXPERIENCES AND IMMEDIATE SCHOOL EXPERIENCES

The Career Assessment curriculum was purposely and specifically designed to meet this objective. In the laboratories and the discipline classes broad exposure to a wide spectrum of occupations were provided. A comparison between non-CAP students and those in the program indicated that those in the program recorded a larger number of "yes" answers to the questionnaire found in Appendix C.

Results of another questionnaire administered to sixty-two (62) CAP students on a pre-post basis during the year showed some shifting in decision making, change in future work experiences, as well as what appears to be realistic occupational choices and wage expectations.

STUDENT QUESTIONNAIRE RESPONSES
(N-62)

Best Liked Subjects	Pre	Post
English	10	10
Science	2	1
Math	1	1
Social Studies	8	2
Construction Cluster	7	7
Electro-Mechanical Cluster	12	14
Community Service Cluster	9	14
Least Liked Subject		
English	3	3
Science	6	5
Math	45	41
Social Studies	5	3
Construction Cluster	1	2
Electro-Mechanical Cluster	0	0
Community Service Cluster	0	0
Advantages of Program		
Helpful, Patient, Understanding Teachers	10	45
Plentiful Career and Occupational Exposure and Exploration	13	48
Disadvantages of Program		
No Answer	21	5
Not Sure	27	10
Periods Too Short Need More Time	10	43
What is Your Occupational Choice?		
Don't Know	28	0
No Answer	12	0
Indicated a Choice	22	58
How Much Schooling Do You Need?		
No Answer	29	6
College	25	4
Don't Know	3	0
Vocational School	3	24
High School	2	24
Beginning Salary Expected		
No Answer	35	0
$6000-7500	3	41
$7600-12,000	6	17
$12,000 upward	18	4

The Mooney Problem Check List was used to facilitate action on the part of the students to meet Objective #2.

2. TO INCREASE STUDENTS SELF-UNDERSTANDING OF ABILITIES AND ASPIRATIONS Administered by the counselor early in the year to facilitate counseling interviews, to make group surveys leading to plans for individualized action, as a basis for group and individual counseling, to create teacher understanding of pupils, and to define the problems of youth.

Findings indicate that of forty students in the 9th grade, 75% of them wanted advice on what to do after high school, have trouble in keeping a conversation going, their parents were separated or divorced, and had trouble communicating with parents. To a lesser degree, 50% of the ninth graders said, "That they wanted to learn a trade," had to little chance to do what they wanted to do, had difficulty with dating, and very few places to go at night.

In the 10th grade the major findings are as follows for twenty-five students completing the check list: 80%, had too many personal problems, 60% were not living up to their ideals, needed to find a part-time job, can't forget mistakes they make, fearful of not being able to go to college.

On a pre-post administration of the Pupil Rating Scale given to 9th and 10th graders (65 students) results are indicated as follows to ten statements. Teachers were to rate students Excellent, Good, Poor, and Very Poor on each of the ten statements.

TABLE J

PUPIL RATING SCALE
(N-65)
RATED BY SEVEN CAP TEACHERS

First Name _____ Grade _____

Please enter one rating for each of the questions

	Excellent		Good		Poor		Very Poor	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Completes Classroom Work	47	75	151	140	67	55	39	27
Preparation for Classroom Work Is	49	78	127	128	79	63	49	28
Motivation to Improve Is	56	66	125	118	75	60	41	32
Ability to Orally Communicate Ideas Is	51	80	161	145	54	53	27	28
Follows Rules of Good Behavior	58	84	170	137	51	54	25	21
Accepts Responsibility for Completing Classroom Work	53	82	124	130	75	57	49	27
Efforts to Succeed and Achieve Are	55	83	143	124	75	65	28	26
Gets Along with Others	56	87	212	151	34	38	12	20
Participation in Class Discussion and Activities	61	84	151	132	60	57	31	23
Self-Confidence Is	35	81	172	144	76	60	23	22

A very noticeable tendency of the group as a whole was to move from the very poor category upward. A large increase of students moved from the Good rating to the Excellent rating. It would appear that a significant number of students developed more self-confidence, were able to orally communicate better, and get along with others better, (See Appendix E for Form)

In meeting the objectives stated in #3

3. TO ASSIST STUDENTS IN BETTER ADJUSTMENT TO SCHOOL, IMPROVEMENT OF BASIC SKILLS, AND MOTIVATION TO CONTINUE THEIR EDUCATION

the Science Research Associates, Basic Skills in Arithmetic Test was used on a pre-post basis. Table 2 below indicated the results.

TABLE 2

SRA BASIC SKILLS IN ARITHMETIC
(N-64)

		9th Graders	10th Graders
Average Grade Level		7.2	7.6
Average Gain for One Year		1.7	1.3
Range of Gains		1-3.7	0-2.8
Range of Grade Levels		5.6-10.5	4.6-9.9
Number of Pupils Gained Between	0- .9	7	8
	1.0-1.9	12	9
	2.0-2.9	10	4
	3.0-up	4	0

Two 9th graders attained grade level

It is interesting to note that in an earlier questionnaire a majority of the students disliked mathematics, yet when given remedial and individual assistance significant improvements can be made. A check of five students who were in the program last year, who were re-tested again in the year indicates that they all maintained and improved their grade level scores.

A study of our drop-out rate indicates that only two students left the program and eventually left school. This represents less than two percent and rates favorably with the school system at large which had slightly over 3% as of May 1972.

In addition to the above data the counselor's report is included at this time since it describes in detail the adjustment problems CAP students faced and the kind of activities utilized by him in encouraging young men and women to improve basic skills and remain in school.

CAP COUNSELOR'S REPORT

Grade 9

During the course of the year 42 pupils were interviewed on a one to one basis at least once a week. A minimum of fifteen minutes was devoted to each session. Many conferences with the individuals lasted a half hour, some forty-five minutes and others slightly longer. The length of the sessions depended on the nature of the conference. Many of the youngsters were seen twice a week and sometimes three and four times a week. Those pupils who were seen more frequently were students who entered school from junior high where they had exhibited a history of poor attendance, behavioral problems, a lack of responsibility, and overt alienation and hostility toward school. Twenty-five ninth graders fell into this category. Therefore more time was spent with this youngster who was very often referred to me by the teacher. I referred twenty-five of these pupils to the social worker. Seven of these twenty-five were recommended by me for psychological examinations.

I made contact with each parent or guardian either by phone or personal visit to my office. Each parent was contacted during the year a minimum of three times. With approximately half the group contact with the home had to be made anywhere from 10 to 15 times.

Whether or not a pupil was considered a problem, each youngster was interviewed by me on a one to one basis once weekly. The basis for each interview was to ascertain:

1. How the youngster is doing in school
2. Check if youngster has any problems.

Each interview always began by first checking both of these points.

Listed below are some of the duties performed by me during the course of the year with each pupil.

1. Discuss progress reports issued fifth week of each quarter.
2. Discuss report card issued quarterly.
3. Make program changes.
4. Discuss absences and tardiness.
5. Administer Ohio Vocational Survey.
6. Administer Differential Aptitude.
7. Administer Mooney Problem Check List.
8. Obtain homework assignments when absent.
9. Discuss vocational aspirations.
10. Discuss job interviewing.
11. Furnish youngster with vocational information.
12. Discuss Mooney Problem Check List.

Grade 10

With a few changes, I operated the guidance program for the tenth graders very much like that for the ninth graders. I did this simply because, like the ninth graders I was meeting the tenth graders for the first time; (this being the first year of operating the 6-2-4 plan).

Basically, the tenth grade student entered this school with the same type background and problems as the ninth grader. Proportionately, as much time spent on individual counseling, contacts with the home and conferences with social workers.

Of the 22 tenth grade students, I recommended 10 to the social worker and three of the ten for psychological examinations.

I did more group vocational counseling with the tenth graders meeting them every other week during which time we covered some of the items listed for grade 11 and 12.

Grade 11 & 12

During the course of the year I interviewed nine juniors and thirty-eight seniors on a one to one basis a minimum of once a week. However, in addition to those regular duties performed that are already listed for grade 9 and 10, much more time was devoted to individual vocational counseling. Also made available to the students were many more group guidance sessions accommodating the entire group. The group sessions, devoted to group vocational counsel once a week and covered such topics as:

1. How to find a job.
2. Job opportunities available.
3. How to handle an interview.

This was accomplished through discussion, books and periodicals, guest speakers, and films. The following films were viewed:

1. Values for teenagers.
2. Preparing for the world of work.
3. Jobs for high school students.
4. Somebody's cheating.
5. How to apply for a job.
6. How to be a better employee.
7. What you should know before you go to work.
8. Your job interview.
9. If you're not going to college.
10. The exploited generation.
11. An overview of technical education.
12. Getting and keeping your first job.
13. Choosing your career.
14. Failure: A step toward growth.

Guest speakers consisted of representatives of the following:

1. Data Processing
2. S.N.E.T.C. - Clerical Opportunities
3. Dental Assistant
4. S.N.E.T.C. - Technical Opportunities
5. Airline Opportunities
6. X-Ray Technician
7. Licensed Practical Nursing
8. Opportunities in Rehabilitation
9. Certified Public Accountant
10. F.B.I.
11. National Academy of Hairdressing
12. U.S. Navy
13. U.S. Marine
14. U.S. Army
15. WAC
16. Insurance and Secretarial Opportunities
17. Bricklayer
18. Carpenter
19. Automobile Mechanic
20. Welder

Again this year as has been true in the past, we have been able to achieve Objective #4.

4. TO INCREASE THE SCOPE OF HIGH SCHOOL CURRICULUM AND RESOURCES, THE JOINT PLANNING OF SCHOOL AND COMMUNITY AND THE JOINT PARTICIPATION BY SCHOOL AND COMMUNITY IN THE TASK OF EDUCATION.

The Career Assessment Program curriculum has increased the scope of the curriculum at Stamford High School. Students in the program have received a broad over-view of many occupations from which to make a choice. This opportunity is not open to students in the two other senior high schools at this time.

Although we faced some reluctance on the part of the community toward large scale field trips by students to plants, we were able to increase the number of trips this year as compared to previous years. The staff continues to place high importance upon field trips because of the impact they have upon our students. Students are able to get first hand experiences from their interactions with employment officers, bankers, and business representatives. Observations made by students on the field trips are not left behind and soon forgotten. Every effort is made by the staff to incorporate into classroom instruction a thorough discussion of the student's observations and opinions of various occupations. This we believe to be a very strong point about our program, one which makes the classroom come alive and relevant to the needs of the students.

Finally, we were very pleased to have the Stamford Area Commerce and Industry Association support strongly Career Education as a goal of their quality education committee. We hope this is the beginning of closer and better cooperation between the schools and the community.

Conclusions

Hopefully, the coming school year will see the total implementation of the Career Assessment Program with all four clusters operating. Small classes and the flexibility of the teaching staff to be innovative have helped the program toward success.

Although much of the information reported herein is descriptive in nature, data gathered by anecdotal reports and questionnaires suggest that the objectives stated in the program have been met with better than average success.

The holding power of the program with the indicated low number of dropouts supports the processes used by the instructional staff, especially when a large number of the recipients have had extreme difficulty with school attendance.

The developed Career Assessment Program curriculum for grades nine and ten would appear to be meeting the needs of the enrolled students. Empathetic and devoted teachers who were desirous of working with the selected enrollees points directly toward the reed for correlating subject matter with occupational information and skill training.

Career Assessmert has facilitated, reasonably well, better adjustment on the part of students to school and the improvement of basic skills. Most all students in the program seem to want to continue their education at least through high school and in many instances beyond.

Intensive counseling, greater exposure to vocational guidance, field trips and interdisciplinary relationships have enabled students to become more realistic in occupational choices, and have provided them with the necessary information about making better decisions.

Finally, upon arrival early in September, students appear wary and apprehensive about the program, by years end they appear to leave happy and better adjusted to the school setting.

Recommendations

Career Assessment has implications for further study. We have witnessed considerable success in serving the needs of disadvantaged youth, however, it is believed that a similar program can serve all youth equally as well. The utilization of the "cluster concept" as described by Professor Malley of the University of Marylard indeed is workable. Clustering coupled with correlation in the classroom should provide career education with in-puts and processes to better serve the needs of all youth.

More specifically and perhaps vital to the continued success on the local level, the following recommendations are made:

1. Continue to keep classes small (no larger than 15 students).
2. Implement the four clusters in the 1972-73 school year.
3. Create through direct pupil planning a wider variety of occupations to be assessed, especially increased opportunities for females.
4. Provide Cooperative Work Experience specifically for those reaching age 16 who want and can benefit from such exposure. An additional CWE Counselor would be necessary.
5. Expand the curriculum to grades 9-12.
6. Provide the program with a department head or person with administrative rank in order to maintain and continue leadership in career education.

APPENDIX A

Career Assessment Program

EVALUATION SCHEDULE FOR C.A.P.

Objective	Method of Evaluation	With	When	By Whom
1. To provide for Students the opportunity to explore and assess a wide range of occupational groups so that	CAP Curriculum	All	Entire Year	Total Staff
a) They may increase their knowledge for decision-making and	Questionnaire	102 classes CAP classes	Middle Nov.	Project Coordinator
b) Develop attitudes and insights about future work experiences and immediate school experiences.	Team Conferences and Anecdotal Records	Teachers	Weekly	Total Staff
2. To increase students self-understanding of abilities and aspirations	Observation	All	Continually	Teachers Counselor and Social-worker
	Counseling Ind. Group	All	"	Teachers Counselor Social-worker Project Coordinator
	Pupil Biography	All	End of Oct. End of May	CAP English Teacher
	Interest Inventory	All	End of Oct. End of May	Social Studies Teacher
	Aptitude Questionnaire	All	End of Oct. End of May	Science Teacher
	Teacher Rating Scale	All	End of Oct. End of May	Reading Teacher Math Teacher

Career Assessment Program

Objective	Method of Evaluation	With	When	By Whom
3. To assist students in better adjustment to school, improvement of basic skills, and motivation to continue their education.	Examination of Cumulative Records	All	By end of Oct.	Counselor Social-Worker
	Pre-Entrance Data Pupil Accounting Data	All	Sept.	Counselor Social-Worker Project Coordinator
	SDRT Test	All	Oct-May	Reading Teacher
	SRA Test	All	Oct-May	Math Teacher
	Mooney Prob. Checklist	All	Oct-May	Counselor
	Pupil Follow-Up and Achievement	All	June	Project Coordinator
	Counseling	All	Open Door	Counselor Social-Worker Project Coordinator
4. To increase the scope of high school curriculum and resources, the joint planning of school and community and the joint participation by school and community in the task of education	Narrative	About the Program	Continuous	Project Coordinator
	Survey		August	Curr. Dev. Comm.
	Resources (Comm.)		Continuous	Total Staff
			Continuous	

APPENDIX B_1

END OF THE YEAR REPORT OF THE ENGLISH TEACHER

This past year has been a good one. In September I was aware of negative attitudes concerning self and school in the individual student.

The process of building one's self-esteem in many cases is slow primarily because of failure in the classroom along with an extreme lack in cultural experiences. I have seen much growth and understanding of self in many students. I feel at times that I wish I didn't have to leave them in June. There are some who, believe me, were just "arriving" into self-knowledge, acceptance of self and the world around them.

I feel that CAP is of prime importance in our school. Where an attitude of defeat can be replaced by a positive attitude by gaining success in the classroom, we are gaining in the adjustment process to life.

My recommendation is to broaden CAP by spending the money to hire more teachers for an 11th and 12th grade program. All is needed to eliminate the feeling of uselessness and hopelessness in our young students who are less fortunate then those students who are in 1 and 2 groups.

Objectives

1. To provide for students the opportunity to explore and assess a wide range of occupational groups so that
   a) They may increase their knowledge for decision making and
      when - from September - June in class
      who - 9th and 10th grades
      how - It has been ascertained that by reading aloud and class discussion pertaining to the written matter that the students were able to explore

areas of interest and therefore increase the decision-making process by active participation in class. The primary goal in this area is to aid the student simply in being able to articulate his ideas through self-expression.

b) Develop attitudes and insights about future work experiences and immediate school experiences.

when - from September - June in class and outside on field trips.

who - 9th and 10th grades

how - English and Social Studies classes shared in team teaching - by students listening to tapes on "The World of Work." These tapes consisted of personnel practices and on-the-job topics of interest in the world of work. Students had work books which were correlated with the tapes. Class discussion followed the tapes, and the students followed the tapes, and the students were able to formulate opinions concerning work along with the development of insights to future areas of work to explore. Students also gained first hand experience by participating in a variety of field trips which were specifically planned for their enlightment pertaining to vocational interest.

2. To increase students self understanding of abilities and aspirations.

when - from September - June

who - 9th and 10th grades

how - Gaining self understanding abilities occurred in the classroom - the main tool being reading and being able to understand the reading. Also, trying to develop skills in spelling and speech. Students who attained success in reading, spelling and speech out numbered those who were deficient. Ones abilities were commensurate with aspirations beyond high school. There is definite correlation in being skillful in the three areas mentioned and the individual's self-esteem and aspirations.

3. To assist students in better adjustment to school, improvement of basic skills and motivation to continue their education.

   when - From September - June

   who - 9th and 10th grades

   how - Many of the students who enter my English classes in September bring few skills with them along with a number of diverse problems. CAP English is built specifically with these students in mind. Stressing improvement of basic skills continues from September through June by way of reading, speech, spelling, and vocabulary usage. As the individual gains in these areas, his adjustment to school becomes more secure and the motivation to continue with his education is high. Lack of success in reading creates difficulty in adjusting to school and affects one's motivation to continue with his education. A reading teacher is needed desperately to help certain students who cannot read above a grade 3 level.

4. To increase the scope of high school curricula and resources, the joint planning of school and community and the joint participation by school and community in the task of education.

   when - From September through June

   who - 9th and 10th grades

   how - This was done specifically by arranging field trips in the Stamford communities in Connecticut and New York. Students had a broad view of the world of work via the field trip. Unfortunately, CAP does not cover 9 - 12 grades whereby the student gain his basic skills in 9th and 10th grades and then utilize them by a work experience program in the 11th and 12th grades. It is my suggestion that the curricula be expanded to include 11th and 12th grade students. They need to have the basic cohesiveness of a program that would encompass all of their four years at Stamford High School. The development of basic skills in school work is not enough if it ends in the sophomore year.

APPENDIX B_2

END OF THE YEAR REPORT OF THE CONSTRUCTION CLUSTER TEACHER

	WHO	WHAT	WHEN
I.	9 - 12 grades	Daily field trips to the construction site at the corner of Hillandale Avenue and Strawberry Hill Avenue - answering questions, pointing out different job opportunities and what benefits are derived with the attainment of more skill. (both monitorily and the type of work)	September and October
II.	9 - 12 grades	Given the tools and supplies for masonry work, each student was given the opportunity to mix mortar, carry blocks, apply mortar to blocks, level blocks, plump blocks, square corners and foundations (using diagonal and "3-4-5" method) build a foundation, clean tools and care for all equipment. Given the plans for a two room section of a house, the students were helped in calculating the room sizes from the blueprint - the major handicap here was the inability of many of the students to add inches and convert to feet. Subjects were able to "lay-out" the	After numerous demonstrations and corrections

section and were then shown how to do common western or balloon framing. Again the major obstacle was the inability of students to calculate items such as headers, especially since fractions were required.

Noting this inability to read a ruler and calculate fractions, physical work was postponed so that students could do math exercises and dittoes taken from fifth and sixth grade books as an aid to strengthen this liability. Also used were visual aides borrowed from the remedial math program to help clarify the concept of fractions. Students were tested before and after.

Given the plate lay-out of the rooms, the students were shown as a group and individually how to toe nail studs at 16" on center and the rationale for using 16" o.c. for joists, studs, ceiling joists, rafters, and even block size.

Following our 16" rationale, the students then sheathed the outside of the unit seeing that an 8' sheet of plycord landed on a stud.

Use and safety of a power saw was demonstrated and students were given numerous opportunities to demonstrate their ability.

The same procedure was followed with the application of sheetrock followed by taping - also the application of wood side wall shingles and asphalt roof shingles.

Obviously through all these steps it was necessary to introduce by name and use a great many different tools available to the student. Testing was a given task with the proper tool selection. Emphasis was placed more on knowing which tools to use in a given situation then in the actual performance - since this takes hours and often years of experience.

A great deal of emphasis placed on individual responsibility as related to actual employment - what would and would not be tolerated by most employers.

III.

a) Taking those skills acquired in the classroom, the entire group participated in paneling Mr. Markosky's office - I acted as a supervisor only and left all detail to the students the workmanship I think speaks for itself.

b) Five students, representing each class were taken to Riverbank School to build

stage backdrops for their Spring performance - this too speaks for itself.

c) A different representative group of five students were taken to Riverbank School to assemble the booths for the annual Riverbank Fair.

It is my contention that this type of effort leads to a positive experience by the students - it is something more or less permanent - whereas a building experience in the classroom becomes tedious because the students know that eventually, no matter how good the end product is, it must by necessity be torn down.

Unfortunately, some administrators take the attitude that this learning experience is denying their workers extra remuneration. It has also been said that they fear it will be called <u>exploitation</u> of the students when in fact it is <u>education</u> no matter who the recipent.

APPENDIX B3

End of the Year Report of the Social Studies Teacher

To fulfill the objectives listed under number one, grades 9 & 10 used newspapers, books and pamphlets, describing career opportunities. These covered specific jobs and general job areas. For example, the job of inspection of an electrical part, and factory work in general. Also, included were career opportunities in areas such as agriculture, forestry, etc. which are not available in this area

A multitude of pre-job items and concerns were also discussed and in many cases acted out. (Next year I plan to conduct actual job interviews on TV then play them back for the students.) Most of the students thus exposed to the various career and career requirements were able to identify areas of definite interest, and also to recognize jobs and job situations that would be unacceptable to them as individuals.

Attitudes and insights about future work experience developed as a result of the above approach. The freedom the student enjoys in the program serves both items in objective one. The independence to do for yourself (under the watchful eye of the instructor) fosters not only a positive attitude towards decision making but builds a self confidence that soon pervades all the students activities.

It is difficult to say when the goals listed under two - three and four took place because it has been one of my operational assumptions that these be stressed throughout the year in all of our endeavors. My plan book would indicate the date a certain item was covered, or when tests were given, etc., but I believe the intent here is to relate our work to the objectives.

More specifically the students in the program have been given an opportunity to achieve and become upward bound for the first time. I have long believed in the benefits of "consciousness raising." The basic lifting of the students regard for himself - his work - his future aspirations. The dramatic changes in attitudes, grades, behavior, desire to do well, spirit of acting for ones self

rather than following the crowd speak for themselves. Read the folders on our students and it is quite clear that the rate of growth for many is remarkable. We are not miracle workers, and some students have not succeeded. For others the fact that we were able to hold their interest, keep them enrolled and attending, producing a certain amount of work is nothing short of fantastic.

This leads directly to number three. The size of classes, the understanding and flexibility of the entire CAP staff, the help of the grades, 9th grade level administrators all contributed their share. The curriculum, its content, the ability to change or rearrange class meetings all made possible the productivity and growth of the CAP student. This also led to his feeling more at home in the regular student body as witness by the non-existence of the type of complaints received in the past.

All students are aware of the basic requirement for a productive life namely a strong foundation in the basic skills and a relation of these to (their) chosen field.

None of the material covered was presented in a way that excluded the basic requirements of a well rounded social studies education. Correlation of material and continuity made for a smooth presentation. I firmly believe that certain basic information relating to good citizenship and a knowledge of ones past will make the future a richer experience.

As indicated in many of our conversations the community as a whole was less receptive than had originally been experienced. This did not deter us in any way. We arranged more field trips than in the past two years combined (I did not mind taking on this added responsibility and in fact found it very interesting.) We were able to put together a wide variety of trips to businesses and institutions. Also in the course of these trips the group was able to hear at length from professional employment people, bankers, teachers, and many others the very things we have been stressing. This was excellent reinforcement.

This past year I worked closely with our English Teacher and combined classes on frequent occasions to present new material, to discuss field trips, make use of tapes, etc. In its broadest sense the entire program and the way it is administered is a innovation. I hope the program will expand to the four high school grade levels and to the other two high schools. We must not stand still. We serve as important a function as any other department in the system.

Many thanks for your efforts in our behalf.

APPENDIX C

QUESTIONNAIRE

This is a questionnaire intended to study how well our curriculum and special services are providing students with the opportunity to explore and assess a wide range of occupational groups. Please answer all questions honestly and to the best of your recollection.

	Yes	No	No. of Times
1. Have you had the opportunity to listen to an outside speaker in any of your classes?			
2. Have you been on a field trip in any of your classes?			
3. Have you had the opportunity to view a film or slide film in any of your classes?			
4. Have you had the opportunity to use any multi-media equipment in any of your classes (ex. tape recorder, record player, Tach X)?			
5. Have you had the opportunity to discuss with your teachers information that increased your general knowledge and enabled you to make a better decision.			
6. Have you had the opportunity to discuss with your Counselors information that increased your general knowledge and enabled you to make a better decision?			
7. Have you had the opportunity to discuss with your teachers on a personal or class basis, the development of proper attitudes and insights about school and work?			
8. Have you had the opportunity to discuss with your Counselor on a personal or class basis, the development of proper attitudes and insights about school and work?			
9. Have you for any reason been sent to the attendance or discipline office for not following school rules?			

10. Please review your answers to be sure you have completed all questions. Will you kindly list below in order of preference, three opportunities by question number which you would like to have more of in the curriculum.

1. _____

2. _____

3. _____

APPENDIX D

ANECDOTAL REPORT

Date	Setting	Actual Behavior Observed (what he did)	Implications of the Behavior (Evaluation)

APPENDIX E

Teachers Rating
CAP

_____ Grade 9 10
Last Name, First Please circle

	All the time Excellent	Most of the time (good)	Only some time (poor)	Very Seldom (very poor)
1. Completes classroom work				
2. Preparation for classroom work is				
3. Accepts "responsibility" for completing work assignments				
4. Motivation to improve is				
5. Ability to orally communicate ideas is				
6. Follows rules of good behavior				
7. Efforts to succeed and achieve are				
8. Gets along with others				
9. Participation in class discussion and activities				
10. Self-confidence is				

Further comments:

Subject_____

Teacher_____

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